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ABSTRACT

As a general guide to teachers, this outline of grammatical features indicates materials which are considered essential in programs leading to grade-level 13 examinations. Points of grammar which cause difficulty in instruction are clarified. Material included reviews: (1) pronunciation, (2) intonation, (3) noun, (4) article, (5) objective, (6) adverb, (7) pronoun, (8) preposition, (9) verb, (10) diminutives and augmentatives, (11) negation, (12) comparison, (13) special uses of "tan", (14) uses of "sino" for "but", and (15) idiomatic forms. Lists of grammars, dictionaries, and selected books for grades 10-13 are provided. (RL)

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ONTARIO
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SPANISH

Grades 10, 11, 12, and 13

This publication replaces the references to Spanish contained in Curriculum I and S:15, 1961, and contains a description of the Course of Study for Spanish, together with a list of suggested reading books.

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COURSES OF STUDY

SPANISH

LIST OF GRAMMATICAL TOPICS AND IDIOMS

This outline of the Spanish Course for Grades 10 to 13 is intended to be a general guide to teachers. It indicates especially the materials which should be included in a programme leading to the Grade 13 examination, but no attempt is made here to suggest the order in which the topics are to be taught. The outline is designed also to clarify certain points which present difficulties in classroom treatment, and to suggest the extent of the grammatical detail that is required.

THE SPANISH ALPHABET
PRONUNCIATION

Either Castilian or Latin American is acceptable, but consistency of pronunciation is important.

1. Vowels, strong and weak
2. Diphthongs
3. Triphthongs
4. Consonants
5. Rules of Stress
6. Division into syllables
7. Punctuation

INTONATION

Since intonation varies in the different parts of the Hispanic world, care must be taken to avoid making too precise rules concerning it. While in Mexico a lilting inflection is quite marked, in Spain the language has a more nearly even intonation and is spoken with greater emphasis and vigour.

Imitation of good tapes and records giving voices of native speakers should be included in the course.

THE NOUN

1. Gender—nouns should be learned with the article

2. Number—regular formation of the plural
   —irregular formation of the plural
3. Expressions using a noun in the sense of an adjective—("a silk dress", *un vestido de seda*)
   Expressions of possession—("John's book", *el libro de Juan*)

THE ARTICLE

A. The Definite Article

1. Forms: *el, la, los, las, lo*; contraction with *a* and *de*; use of *el* with feminine nouns beginning with stressed *a* or *ha*, (*el agua, el hambre*)
2. Uses:
   (a) repetition before each noun
   (b) with nouns, real or abstract
   used in a general sense, (*el pan es nutritivo, el tiempo es precioso*)
   (c) with days of the week, (*llegó el jueves*), except in expressions such as: *hoy es lunes*
   (d) with seasons
   (e) with hours of the day
   (f) with certain expressions of time, such as:
   el año pasado, el mes que viene,
   al amanecer, mañana por la mañana,
   al anochecer
   (g) with parts of the body and articles of personal wear
   (i) where English uses a possessive adjective, such as: *me duele la cabeza, el niño abre los ojos, mete la mano en el bolsillo*
   (ii) with parts of the body as the object of *tener* or *llevar* where English uses the indefinite article (except with numerical value) such as: *tiene la nariz larga*
   (h) with *señor, señora, señorita* etc. (but not *don, doña, fray*), except in direct address (*Buenos días, señorita Valle*) or in apposition (*Mi jefe, señor López*)
   (i) with proper nouns qualified by adjectives
   (j) with certain geographical names such as *el (lago) Titicaca*
   (k) with languages, except following *en, hablar, escribir, estudiar, aprender* and *saber*

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(l) (i) in appositions identifying better something which is likely unclear to the listener (*mi hermano el ingeniero*)

(ii) in appositions involving a noun modified by an adjective made superlative by the use of *más* or *menos*

(iii) in apposition to a first or second person plural pronoun (also *Vds.*), (*A nosotros los alumnos nos gustan las vacaciones.*)

(m) with nouns of weight and measure used distributively with price, (*tres pesos el kilo*)

(n) in certain idiomatic phrases where English does not use the article, such as: *el desayuno, el almuerzo,* etc., *en la iglesia, en la escuela,* etc., *a la semana, al mes, al año*

(o) *Lo* followed by the masculine singular form of an adjective or past participle or possessive pronoun such as: *lo inútil, lo pasado, lo mío.*

3. Omission of the article, where it is used in English.

(a) In appositions (except with superlatives involving the use of *más* or *menos*) considered merely parenthetical because of the incidental nature of the information added (*Madrid, capital de España,* but: *Julia, la madre de Juan*)

(b) Between the name and number of a ruler (*Felipe segundo.*)

B. The Indefinite Article

1. Forms: *un, una, unos, unas*
(note the repetition of the article before each noun)
2. Omission of the article

(a) Where the object of the verb would in English be accompanied by

(i) "a, an" without implied numeral value;
(*¿ Tiene Vd. lápiz?*)
But: (*Perdió un ojo.*)

(ii) unstressed "any, some, no".
(*¿ Tiene Vd. discos?*)
(*No tengo lápiz.*)

(b) Where a predicate noun denoting a person's profession, religion, character, nationality, etc.

(i) is unmodified (*Es cobarde. Mi cuñado es*

arquitecto. Es canadiense.)

(ii) Where a predicate noun is considered with its modifier to form a single unit. (*Es ingeniero civil.*)

(c) With predicate nouns following *ser* used impersonally. (*Es mentira.*)

(d) With the adjectives *otro, cierto* (=a certain), *tal* (=such a), *semejante, ciento, mil, medio* and exclamatory *qué.*

(e) Where a noun represents a person and follows *de* or *como,* meaning "as" in the sense of "in the quality or capacity of".

(f) In appositions, where the English noun would be accompanied by "a, an".

(g) In certain idiomatic expressions, such as *en voz baja*

THE ADJECTIVE

A. General

1. Agreement
   (a) with a noun or a pronoun (expressed or understood) in gender and number.
   (b) with nouns of different genders.
2. Special Forms
   (a) in the feminine:
      (i) certain adjectives of nationality such as *español, francés, alemán.*
      (ii) adjectives ending in *-án, -ín, -ón, -or* such as *holgazán, chiquitín, burlón, encantador*
      (Note exceptions such as *mejor, interior*)
   (b) in the masculine: adjectives ending in *-a* or *-ista* such as *indígena, socialista.*
3. Position
   (a) (i) limiting adjectives usually precede.
   (articles, demonstratives, possessives, indefinites, numerals)
      (ii) descriptive adjectives usually follow—*la casa blanca*
      Exceptions 1) adjectives such as *bueno, malo.*
      2) those denoting a characteristic or established quality (*Las blancas casas de Andalucía*)

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(b) Some adjectives change meaning according to position before or after noun *pobre, cierto,* etc.
(c) in interrogative sentence, predicate adjective precedes subject, if latter is a noun (*¿ Es blanca la casa?*)

4. apocopation (a) *primero, tercero, uno, bueno, malo* (b) *alguno, ninguno* (c) *grande* (d) *santo* (e) *ciento* (f) *cual(es)quiera.*
5. preceded by "lo" (*lo mejicano, lo interesante*)
6. used as a noun (*el primero, dos azules*—the first one, two blue ones)
7. used where English uses an adverb (*Se marchó contento. Vivían felices.*)
8. The Comparison of Adjectives
   (a) regular
   (b) irregular *mejor, peor, mayor, menor*
   (c) after superlative, "*de*" to translate "in"
   (d) comparison of equality: *tan—como.*
   (Note the use of *mismo* followed by *que*)
   (e) comparison of inequality: *más—que, menos—que.*
   (f) absolute superlative
      (i) use of suffix—*ísimo,* (*altísimo, felicísimo, nobilísimo.*)

B. The Possessive Adjective

1. agreement in gender and number with the noun that it modifies.
2. repetition before each noun.
3. clarification of *su* or *sus,* (*su libro, el libro de él*)
4. stressed forms (*hijo mío, un tío nuestro, la casa es suya.*)

C. The Demonstrative Adjective

1. agreement in gender and number.
2. repetition before each noun.
3. difference between *ese* and *aquel.*
4. clarification by using *de aquí, de ahí, de allí.*

D. The Relative Adjective

cuyo

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E. The Interrogative Adjective

¿ *qué*?—Note: Also used to introduce an exclamation (¡ *Qué belleza!* ¡ *Qué día tan* (*más*) *hermoso!*)

¿ *cuánto*?

Note: Both *qué* and *cuánto* retain the accent in indirect questions or exclamations.

F. The Indefinite Adjective

alguno, ninguno, unos, ambos, cada, cualquiera, mismo, mucho, poco, otro, todo, etc.

THE ADVERB

1. Formation
   (a) by adding—*mente* to feminine form of adjective
      Note: (i) retention of accent, (*fácilmente*)
      (ii) dropping of—*mente* when two such adverbs are in succession, (*lenta y pacientemente*).
   (b) irregular forms: *bien, mal*
      Note: Adverb phrases as alternatives
      (i) by using *con* or *sin* plus a noun (*con frecuencia, sin ruido*)
      (ii) by using an adjective with *de una manera* or *de un modo* (*de una manera confusa*)
2. Position
3. Comparison of Adverbs
   (a) regular
   (b) irregular, *mejor, peor, más, menos*
   (c) comparison of equality
   (d) comparison of inequality
   (e) absolute superlative, (*lentísimamente*)

THE PRONOUN

A. The Personal Pronoun

1. Subject
   (a) omission
   (b) uses, for clarification and emphasis
      Note: the use of *Vds.* instead of *vosotros* in Spanish America.

2. Object: direct, indirect, reflexive
Note the use of *lo* or *le* as direct object referring to a masculine person.
   (a) position in relation to the governing verb, ordinarily preceding all forms of the verb except the infinitive, present participle (*gerundio*), and imperative affirmative, where they follow and are appended to form one word (*Decide decirlo, Decide decírmelo, Dígamelo, Diciéndomelo*)
   Note: (i) the addition of the accent, if necessary, when the pronouns are attached
   (ii) when the present participle is governed by *andar, estar, ir, venir,* pronoun objects may follow but they usually precede.
   (*Me lo está diciendo. Está diciéndomelo.*)
   (iii) when the infinitive is governed by *ir a, poder, querer, deber, tener que, haber de,* the pronoun objects may be placed before the inflected verb instead of after the infinitive (*Me lo va a decir.*)
   (b) position in relation to one another: *se,* indirect, direct; and in same position before or after the verb.
   (c) when there are two objects in the third person, a direct and an indirect, the indirect object assumes the form *se.*
   (*Le doy el papel a Juan. Se lo doy a él.*)
   (d) special uses
      (i) to express dative of interest, separation, advantage, disadvantage
      (*Me rompió los anteojos.* He broke my glasses.)
      (*Les preparé un postre sabroso.* I prepared a tasty dessert for them.)
      (ii) when there is an indirect noun object denoting a person (*Les dio los libros a sus hermanos.*)
      (iii) when the noun object precedes the verb (*Este libro lo compré en Nueva York.*)
   (e) use of neuter pronouns
   ello, object of a preposition when referring to an

idea, (*Puede contar con ello*) and in an expression such as *ello es que.*

lo (i) "so", "it", expressed or understood, referring to an idea or a preceding statement, especially with verbs such as *creer, decir, preguntar, hacer*

(ii) referring to a preceding noun or adjective
(*¿ Es Vd. profesora? Lo soy.*)
(*¿ Son Vds. estudiantes? Lo somos.*)
(*¿ Está Vd. cansado? Lo estoy.*)

(iii) when *todo* is direct object
(*Lo tengo todo en esta caja.*)

B. The Prepositional Pronoun

1. Forms: *mí, ti, ella, Vd., nosotros (as), vosotros (as), ellos, ellas, Vds.*
   Note special forms: *conmigo, contigo, consigo,* (invariable)
2. Uses:
   (a) after prepositions (*para mí, cerca de nosotros*)
   (b) for emphasis (*Déme el libro a mí. A mí no me gustan las orquídeas.*)
   (c) for clarity (*No le hablo a él. Se lo dio a ella.*)
   (d) when the verb is understood (not repeated)
   (*No le buscaba a Vd. sino a mí.*)
   (e) as object of an intransitive verb of motion
   (*Él viene a nosotros. El nene no va a ellos.*)
   (f) after the preposition *a* to translate the indirect object when the direct is first or second person
   (*Nos ha presentado a Vd.*)

C. The Demonstrative Pronoun

1. Forms:
   (a) *éste, ése, aquél,* etc.
   (b) neuter forms: *esto, eso, aquello,* referring to abstract ideas and unidentified things
   (c) *el (la, los, las) de; el (la, los, las) que*
2. Special Uses:
   éste (*ésta, éstos, éstas*) to translate "the latter"
   aquél (*aquélla, aquéllos, aquéllas*) to translate "the former"
   Note: In Spanish mention *éste* first.

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D. The Indefinite Pronoun

1. Forms:
   alguien, alguno, algo, cualquiera; nadie, ninguno, nada, todo, uno, etc.
2. Uses:
   (a) *alguien*—someone unknown or not previously mentioned
   alguno—someone expected, already referred to or thought of
   (b) the personal accusative *a* is required before *alguien, alguno, nadie, ninguno, (Vio a alguien cerca de la entrada.)*
   (c) *nadie, ninguno* and *nada* require the negation *no* if they follow the verb.
   (*No ven a nadie. A nadie ven.*)
   (d) "anything", "any", "anybody" ("anyone") are expressed respectively by *nada, ninguno, nadie* when they are influenced by a negative idea.
   (*No han dicho nada a nadie. Salió de la tienda sin comprar nada.*)
   (e) special uses
   algo and *nada* may be used as adverbs
   algo, "rather, somewhat". (*Juan es algo hablador.*)
   nada, "not a bit", "not at all". (*No es nada preguntón.*)
   (f) as subject of a reflexive verb in the sense of "one" (you, they, we, etc.) (*Aquí se levanta uno a las ocho.*)

E. The Reciprocal Pronoun

1. Forms:
   uno(s)------otro(s)
2. Uses:
   (a) to make clear the reciprocal sense of a reflexive pronoun. (*Se engañan uno a otro.*)
   (b) to express a reciprocal idea with a non-reflexive verb not involving *a*. (*Trabajan unos con otros. Cantan uno con otra.*) (But: *Se cantan una a otra.*)

F. The Interrogative Pronoun

1. Forms:

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quién, quiénes "who"; *a quién, a quiénes,* "whom", "to whom"; *de quién, de quiénes,* "whose"; *qué; cuál, cuáles; cuánto* etc.

2. Special Uses:
   (a) to translate "what"
      (i) *qué,* in expression (*¿ Qué es esto (eso, aquello)?*)
      (ii) *qué* before *ser* followed by a noun to ask for a definition or an explanation (*¿ Qué es una isla?*)
      (iii) *cuál, cuáles* before the verb *ser* followed by a noun, except to ask for a definition or an explanation.
      (*¿ Cuál es la capital del Canadá?*)
   (b) to translate "which", "which ones": *cuál, cuáles.*
   (c) to translate "how much", "how many" in both questions and exclamations.
      (*¿ Cuántos hay en esta clase?*)
      (*¡ Cuántos hay en esta clase!*)
      Note: In indirect questions or exclamations, *qué, quién, cuál,* etc. retain the accent.

G. The Possessive Pronoun

1. Formation: the stressed possessive adjectives preceded by the definite article. *el mío, el tuyo,* etc.
2. For clarification the use of *el de él* (*de Vd.* etc.) for *el suyo* and *los de él* for *los suyos,* etc.
3. Omission of the definite article after the verb *ser,* except when selection as well as possession is indicated.
   (*¿ De quién es este libro? Es mío (de él)*)
   But: (*Aquí están varias plumas. La roja es la mía (la de él)*).

H. The Relative Pronoun

1. Forms:
   que, quien, quienes; el (la, los, las, lo) que; el (la, los, las, lo) cual (cuales); cuanto etc.
2. Uses:
   (a) the relative pronoun is never omitted
   (b) to refer to persons
      (i) subject or object of verb: *que*
      (ii) following *a, con, de, en; quien* or *el que*

(iii) following other prepositions: *el que* or *el cual*
(iv) translating "he who, the one who", etc. *el que*; (in set phrases) *quien*

(c) To refer to things
(i) subject or object of verb: *que*
(ii) following *a, con, de, en*: *que* or *el que*
(iii) following other prepositions: *el que; el cual*
(iv) translating "the one which", etc.: *el que*

(d) *El cual* used to indicate the more distant of two possible antecedents

(e) *Lo que* vs. *lo cual*

DIMINUTIVES AND AUGMENTATIVES

1. Common diminutives ending in *-ito, -illo, -cito, -cillo, -ecito,* and *-ecillo* and in the corresponding feminine endings, along with any requisite orthographical changes.
(*niñito, poquito, cabecita, ventanilla, mujercita, ladroncillo, viejecito, panecillo.*)
2. A few common augmentatives ending in *-ón, -erón,* and *-azo.*
(*cucharón, caserón, perrazo*)

Note: Observe the general patterns but avoid specific rules. Diminutives and augmentatives have to be learned, not invented.

NEGATION

1. Translation of "not" by *no* preceding the verb, and following an adverb or a pronoun.
2. Position of *no* with relation to the personal pronouns.
(*Ellos no nos los dieron. ¿ No lo han visto ellos? No me lo digas.*)
3. Use of *ni . . . ni, nunca, jamás, ninguno, nada, nadie,* and *tampoco* with and without *no.*
(*No lo tienen ni él ni ella. Ni él ni ella lo tienen. No lo había visto nunca antes. Nunca dice nada a nadie.*)

COMPARISON

1. Comparison of inequality
(a) Usual translation of "than" by *que.*

(b) Translation of "than" by *de*, normally, before a numeral.

(*Lo vendí por más de veinte dólares.* But: *Ese muchacho hace más ruido que tres perros ladrando.*)

(c) Translation of "than" before a clause by *de lo que* when referring to an adjective or an adverb; *del que, de la que*, etc. when referring to a noun.

(*Canta* MEJOR *de lo que toca su guitarra. Tiene* MÁS *dinero de lo que usted cree. Pose* MENOS *tierras de lo que se dice. Tiene más* DINERO *del que necesita. Me ha dado más* CARNE *de la que puedo comer.*)

(d) Use of the negative indefinite adjectives, pronouns, and adverbs after a comparison of inequality.

(*Usted ha trabajado más que nadie. Hoy juega peor que ningún otro. El coro ha cantado mejor que nunca.*)

2. Comparisons of equality

(a) Translation of "as . . . as" by *tan . . . como* and of "as much (many) . . . as" by *tanto* (*-a, -os, -as*) *. . . como.*

(b) Translation of "the same . . . as" by *el* (*la, lo, los, las*) *mismo* (*-a, -os, -as*) *. . . que.*

SPECIAL USE OF TAN

When "such a" or "such" is used adverbially, i.e., with a noun modified by an adjective or adjectives. (*Es un muchacho tan inteligente. Aquéllos son edificios tan altos y hermosos.* Compare: *Tal muchacho irá lejos. Me encantan tales edificios.*)

USE OF SINO FOR "BUT"

1. When "but" is followed by an excluding or contradicting alternative to a preceding negative statement, it is translated by *sino.* (*Ella no es alta, sino muy baja.* But: *Su coche no anda bien, pero mejor que el mío. No fumo mucho, pero bastante.*)
2. Before a clause, *sino* is followed by *que.* (*Ella no trabaja, sino que descansa.*)

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3. Note also *no sólo (solamente) . . . sino también* as a fixed idiom.

THE PREPOSITION

with special attention to *para, por.*

THE VERB

Forms:
The simple compound and progressive tense-forms of the indicative, subjunctive and imperative; the present participle; the past participle.

A. Regular Verbs of the Three Conjugations

B. Verbs with Limited Irregularities

(a) Verbs with irregular past participles
  (i) the second conjugation: *preso, roto*
  (ii) the third conjugation: *abierto, cubierto, descubierto, escrito, descrito*

(b) Verbs with stem-vowel changes
  (i) *e* > *ie* (third conjugation: additional change of *e* to *i*)
  (*cerrar, perder, sentir*)
  (ii) *o* > *ue* (third conjugation: additional change of *o* to *u*)
  (*contar, doler, dormir*)
  Irregular past participles: *muerto, resuelto, vuelto*
  (iii) *u* > *ue*
  Only example: *jugar*
  (iv) *e* > *i*
  (*pedir*)

(c) Verbs with spelling changes
  Stem changes not altering the pronunciation
  (i) Infinitive in *-car*: *c* > *qu* before *e*
  (*buscar*)
  (ii) Infinitive in *-gar*: *g* > *gu* before *e*
  (*pagar*)
  (iii) Infinitive in *-guar*: *u* > *ü* before *e*
  (*averiguar*)

(iv) Infinitive in *-zar*: *z* > *c* before *e*
(*gozar*)
(v) Infinitive in consonant plus *cer, cir*: *c* > *z* before *a* or *o*
(*vencer, esparcir*)
(vi) Infinitive in *-ger, -gir*: *g* > *j* before *a* or *o*
(*coger, dirigir*)
(vii) Infinitive in *-guir*: *u* drops before *a* or *o*
(*distinguir*)
(viii) Initial radical change *ue*: *ue* > *hue*
(*oler*)

Stem changes altering the pronunciation

(i) Infinitive in *-acer, -ecer, -ocer*: *z* added before *ca* or *co*
(*conocer*)
(ii) Some infinitives in *-iar*: *i* > *í* when followed immediately by unstressed vowel of ending
(*enviar*)
(iii) Some infinitives in *-uar* (but not *-guar*): *u* > *ú* when followed immediately by unstressed vowel of ending
(*continuar*)
(iv) Infinitives in *-uir*: *y* added before *a, e, o,* in present tenses
(*construir*)

Ending changes

(i) Infinitive stem ending in *ll, ñ*: *i* of *ie, io* drops
(*bullir, reñir*)
(ii) Infinitives in *-eír*: *i* of *ie, io* drops
(*reír*)
Other infinitives in pronounced vowel plus *ir*: *ie* > *ye, io* > *yo*
(*huir*)
(iii) Infinitives in pronounced vowel plus *er*: *ie* > *ye, io* > *yo*
(*leer*)

C. Irregular Verbs

andar, caber, caer, conducir (producir, traducir), dar, decir, estar, haber, hacer, ir, oír, poder, poner (and compounds), *querer, saber, salir, ser, tener* (and compounds), *traer, valer, venir, ver.*

Distinctions in usage between *ser* and *estar*.

D. Modal auxiliaries: uses of *haber de, poder, deber, hay que,* etc.

E. The Pronominal Verb

1. Forms:
   The irregularities in forming: the affirmative of the second plural imperative; and the affirmative of the first plural subjunctive when used to express a command.
   (*acostaos, vestíos, levantémonos*) But: *idos*
2. Uses:
   (a) Reflexive sense. Optional addition of *a sí mismo(s), de nosotros mismos,* etc., for emphasis or clarity.
   (b) Reciprocal sense. Addition of (*el*) *uno . . .* (*el*) *otro,* etc., for clarity.
   (c) Meaning modification by addition of reflexive pronoun, (*llevarse, comerse, caerse.*)
   (d) Indefinite sense. Third person singular used to express English "one, we, you, they", etc., (*¿ Cómo se sale de estos jardines? ¿ A dónde se nos va a conducir?*)
   (e) Instructions. Third person singular or plural in giving formal directions, (*Escríba(n)se esta(s) frase(s).*)
   (f) Impersonal use. Third person singular corresponding to an English active verb, (*Se te olvida. Se me figura. Se les ocurre algo.*)
   (g) Passive sense. See below.

F. The Passive Voice

1. Formation with *ser*. Use of *por* and *de* to express agent. Comparison with *estar* and the past participle.
2. Avoidance of the passive
   (a) Where an agent is expressed:
   use of agent as subject,
   (*La finca la compró mi padre.* "The estate was bought by my father.") Note the word order.
   (b) Where no agent is expressed:
   (i) use of the third person plural in a general sense when the passive subject is a living being.
   (*Fusilaron al espía.* "The spy was shot.")

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(ii) use of a reflexive verb agreeing with the subject when the passive subject is a thing,
(*En Suiza se hablan varios idiomas.* "Several languages are spoken in Switzerland.")

G. Mood

1. Infinitive
   (a) The present and perfect forms
   (b) Special uses
      (i) Following a verb, verb phrase, adjective or noun where there is no change of subject; with or without an intervening preposition.
      (ii) Following certain verbs or verbal expressions where there is a change of subject, (*dejar, me importa.*)
      (iii) Following prepositions, (*sin, para*, etc.)
      (iv) Following *que*, at times with active sense, (*¿ Qué tenemos que hacer?*) at times with passive sense, (*¿ Qué hay que hacer? Deja mucho que desear. Quedan tres cosas que hacer.*)
      (v) Following *al.*
      (vi) Corresponding to the English verbal noun in "*-ing*" (*Ver es creer.* "Seeing is believing.")

2. Imperative
   Use: Its restriction to positive commands where the subjects *tú* or *vosotros* or *vosotras* are expressed or implied.

3. Subjunctive
   Uses
   (a) In noun clauses
      (i) Which follow an expression of emotion, (*temer, sentir,* etc.)
      (ii) Which follow a negative verb of saying, thinking, believing, etc.
         Note: Interrogative verbs of this type, whether positive or negative normally are followed by the indicative.
      (iii) Which follow an expression of doubt or denial, (*dudar, negar.*)
         Note: The negative of these verbs is followed by the indicative in the subordinate clause.

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(iv) Which follow an expression of advisability, necessity, permission, cause, request, desire, command, hindrance, prohibition, (*aconsejar, permitir, mandar, impedir, ojalá,* etc.)

(v) Which follow certain impersonal expressions, (*basta, es natural, es preciso,* etc.)

(vi) Which follow an adverb expressing possibility, (*tal vez, quizá(s), acaso*). The indicative may also be used.

(b) In adjective clauses

(i) Indicating (or merely implying) that the antecedent is indefinite, hypothetical. (*¿ Hay alguien aquí que lo sepa?*)

(ii) Dependent upon a negative antecedent (*¿ No hay nadie que lo sepa?*)

(iii) Following expressions involving the indefinite termination *-quiera,* e.g. *cualquiera.*

(c) In adverb clauses

(i) Introduced by a conjunction indicating purpose (*para que*), unaccomplished result (*sin que*), proviso (*con tal que*), supposition (*supuesto que*), exception (*a menos que*).

(ii) Introduced by a conjunction of time (*cuando*), provided the time of the verb is future to that of the main verb.

(iii) Introduced by a conjunction indicating concession, (*Saldré aunque llueva a cántaros;*) provided a fact is not being stated. But: (*Salió sin paraguas, aunque estaba lloviendo.*)

(iv) Introduced by a conjunction such as *si, como si,* to express a contrary-to-fact or improbable condition. (*Si lloviera mañana no iría. Si yo lo hubiera sabido, nunca lo habría hecho.*)

(d) In so-called principal clauses

(i) To express commands, both affirmative and negative, with the following as subject:
usted, ustedes (expressed or understood);
nosotros, nosotras (normally unexpressed)
Note the exception *vamos* (="let's go")

(ii) To express the negative of the imperative mood, with the following as subject:
tú; vosotros, vosotras (normally unexpressed)

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(iii) To express requests, entreaties, wishes, attenuated commands, etc., both affirmative and negative, with the following as subject:
a noun, (¡ *Viva la República*!)
a third person pronoun, expressed or understood, (¡ *Que lo diga*! *Que no entre nadie*!)

H. The Present Participle

1. Forms
2. Uses
   (a) In simple (*viendo*) or perfect (*habiendo visto*) form for parenthetic or explanatory ideas (often corresponding to English ideas introduced by "as, by, since, when, while", etc.), referring to the subject or object of the main verb.
      (i) without expressed personal pronoun subject where there is no ambiguity, (*Abriendo los ojos, vio a su esposa.*)
      (ii) with expressed personal pronoun subject where there is ambiguity, (*La encontré volviendo yo del teatro*)
      (iii) with expressed subject where it is other than a personal pronoun, (*Siendo tan complicado el asunto, tuve que repetir mis aclaraciones.*)
   (b) Describing the action of a verb, (*Viene corriendo. Van cantando.*)
   (c) As an alternative to the infinitive, following *ver* and *oír.*
   (d) With *estar* to form the progressive tenses.
   (e) With *seguir* and *continuar* to express continuance.

I. The Past Participle

1. Forms
2. Uses
   (a) For the formation of compound tenses of the active voice, in which case it is invariable.
   (b) For the formation of the passive voice; apart from *sido* in the compound tenses, it is inflected.
   (c) Following *estar, quedar,* etc., in which case it is inflected.
   (d) As an inflected adjective, (*una taza rota*)

J. Tenses of the Indicative: Special Uses

1. Present
   (a) For an English present perfect in the affirmative
      (i) Denoting an action or state begun in the past and still continuing at the present time; with *hace, desde, desde hace, desde que, hace . . . que*; by means of *llevar* (*de hacer algo* or *haciendo algo*);
      (ii) Accompanied by "just", by means of *acabar de.*
   (b) For a near future, (*Dentro de media hora estoy aquí de vuelta.* Within a half hour I shall be back here.)
   (c) For brief requests for instructions, (*¿ Se lo envuelve*? "Shall I wrap it for you?" *¿ Toma usted algo*? "Will you have something?")
   (d) For a request, by the use of *querer,* (*¿ Quiere usted abrir la ventana*? "Will you open the window?")
   (e) With *por poco,* to express "almost" with a past tense (*Por poco me caigo.* "I almost fell down.")
2. Imperfect
   For an English past perfect in the affirmative
      (i) Denoting an action or state begun in the past and continuing at a less remote moment in the past with *hacía, desde, desde hacía, desde que, hacía . . . que*; by means of *llevar* (*de hacer algo* or *haciendo algo*);
      (ii) Accompanied by "just", by means of *acabar de.*
3. Preterite
   (a) Special meaning imparted to *conocer, querer, no querer, saber, tener.*
   (b) In conversational style in place of a preterite perfect used (in literary style only) following a conjunction of time.
4. Future
   As an alternative to the present of *deber* (*de*) followed by a present infinitive, to express probability or conjecture, (*Estará en casa.* "He must be at home.")
5. Conditional
   (a) As an alternative to the imperfect of *deber* (*de*) followed by a present infinitive, to express probability or conjecture, (*Tendría cuarenta años.* "He must have been forty.")

(b) For a softened statement or polite request or desire, (*Me gustaría hacerlo. Me gustaría haberlo hecho.*)

6. Present perfect
   For an English negative present perfect denoting an action or state begun in the past and still continuing at the present time, with *hace . . . que*, etc. (*Hace tres semanas que no le he visto.*)
7. Past perfect (Pluperfect)
   For an English negative past perfect denoting an action or state begun in the past and continuing at a less remote moment in the past, with *hacía . . . que*, etc. (*Hacía tres semanas que no le había visto.*)
8. Preterite perfect
   In literary usage, following conjunctions of time, for a completed act or state, corresponding to English past perfect.
9. Future perfect
   As an alternative to the present of *deber (de)* followed by a past infinitive, to express probability or conjecture, (*Ella no está. Se habrá marchado.* "She's not here. She must have gone.")
10. Conditional perfect
    (a) As an alternative to the imperfect of *deber (de)* followed by a past infinitive, to express probability or conjecture, (*Ella no estaba. Se habría marchado.* "She wasn't there. She must have gone.")
    (b) In the main clause of a past condition with implied negation, (*Si lo hubiera sabido, se lo habría dicho.*)

K. Tenses of the Subjunctive: Uses

1. Present
   (a) Used for positive commands except where the subject is *tú* or *vosotros(-as)*; and negative commands, including those whose subject is *tú* or *vosotros(-as)*.
   (b) Used in a dependent clause for an act or state in present or future time where the main verb is in the present or future or present perfect tenses, or expresses a command. (*Ha mando que volvamos mañana.*)
2. Present perfect
   Used for an act or state completed in relation to present time or some future moment, where the main verb is in

the present or future or present perfect tenses, or expresses a command. (*Siento que no hayan venido.*)

3. Imperfect
   (a) Used, where the main verb is in the present or future or present perfect tenses, or expresses a command, in cases corresponding to the use of the imperfect tense in the indicative mood. (*Es probable que estuviera enfermo.*)
   (b) Used for an act or state simultaneous or subsequent to the time of a main verb which is not in the present or present perfect or future tenses, nor expresses a command. (*Quería un guía que hablara inglés.*)
   (c) Used as an alternative to the conditional to express a softened statement or polite request or desire, (*Pudiera hacerlo. Quisiera haberlo hecho.*)
4. Past perfect (Pluperfect)
   Used for an act or state prior to the time of a main verb which is not in the present or present perfect or future tenses, nor expresses a command. (*Me alegraba de que hubieran llegado.*)

MISCELLANEOUS TOPICS INVOLVING IDIOMATIC FORMS

1. Correlatives—*o' (bien) . . . o(bien), cuanto más . . . tanto más*, etc.
2. Numerals
3. Time of day, dates, age.
4. Expressions of weather
5. The conjunctions *e* and *u* (*madre e hija*) (*siete u ocho*)

The study of the grammatical topics listed above should be begun in Grade 10, after an introductory oral course of a few weeks, and completed by the end of Grade 13. The number of topics to be taught in each grade should be determined by the principal and the teachers of Spanish. In each of the Grades 10, 11, and 12, the choice of topics and their order of presentation will likely depend on the approved grammar text-book selected for use in that grade. In Grade 13 the topics taught by the end of Grade 12 should be reviewed and the remaining topics should be taught. The grammar text-books

approved for use in Grades 10, 11, and 12 are listed in Circular 14: "Text-books Approved or Recommended for use in Elementary and Secondary Schools". In Grade 13 any suitable grammar text-book may be used.

In Grade 10 the grammar text-book may include a sufficient amount of reading material. The minimum reading prescriptions for the other grades are as follows:

Grade 11	(a) Intensive Reading—from the reading material of the grammar text.	
	(b) Extensive (outside) Reading —	50 pages.
Grade 12	(a) Intensive Reading —	75 pages.
	(b) Extensive (outside) Reading —	100 pages.
Grade 13	(a) Intensive Reading—prescribed annually in Circular No. 58.	
	(b) Extensive (outside) Reading —	125 pages.

Except for the intensive reading in Grade 13, any suitable reading material may be used, but in choosing books for use in Grade 12, teachers should avoid those which have been previously prescribed for the examinations of Grade 13, since these may be prescribed again.

The course also includes regular oral and conversational practice, dictation, the writing of free compositions, and the study of vocabulary, including words and idioms in common everyday use, and in Grade 13, including also words from the prescribed Author's text.

BOOK LISTS
GRADES 10 to 13

The following list of reading and reference books is appended for the information and guidance of teachers. The list is not exhaustive and teachers are free to choose other books that they may consider suitable.

Alarcón: EL FINAL DE NORMA. (Questions, Gr. 12.) Oxford.

Arjona and Arjona: CUENTOS DE LAS ESPAÑAS. (148 pages, Various exercises, Gr. 13.) S. J. Reginald Saunders.

Arjona and Arjona: SIGLO DE AVENTURAS. (123 pages, Questions, Gr. 13.) Collier Macmillan.

Ashburn: SELECTED SPANISH SHORT STORIES. (Questions, Gr. 13.) Thomas Y. Crowell, New York.

Bamber: COSAS HISPANO-AMERICANAS. (No exercises, Gr. 12.) Macmillan.

Barlow and Steel: LA NOCHE OSCURA EN LIMA. (90 pages, Questions and other exercises—mystery story, Gr. 12.) Appleton-Century-Croft.

Bodsworth and James: CUENTOS MODERNOS ESPAÑOLES E HISPANO-AMERICANOS. (No exercises, Gr. 12, 13.) Macmillan.

Bodsworth and James: LECTURAS MODERNAS FACILES. (Notes, no exercises, Gr. 13.) Macmillan.

Camba: LA RAMA VIAJERA. (155 pages—no exercises, popular, Gr. 13.) Heath.

Cano: CUENTOS HUMORISTICOS. (Questions, exercises, Gr. 12.) Macmillan.

Cano and Sáenz: EASY SPANISH PLAYS. (144 pages, easy exercises, Gr. 12.) Copp Clark.

Casona: LA DAMA DEL ALBA. (Exercises, Gr. 13.) Thomas Allen.

Castillo and Sparkman: AVENTURAS DE GIL BLAS. (Exercises, Gr. 12.) Copp Clark.

Castillo and Sparkman: DE MEXICO A GUATEMALA (Book 7). (No exercises, Gr. 12.) Copp Clark.

Castillo and Sparkman: LA BUENAVENTURA Y OTROS CUENTOS (Book 3). (Questions, Gr. 12.) Copp Clark.

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Castillo and Sparkman: SANGRE EN EL UMBRAL. (Exercises, Gr. 12.) Copp Clark.
Castillo and Sparkman: SIGAMOS LEYENDO. (Exercises, Gr. 12.) Copp Clark.
Castillo and Sparkman: UN VUELO SOBRE LOS ANDES. (Questions and exercises, Gr. 12, 13.) Copp Clark.
Centeno: VIDAS. (250 pages, questions, Gr. 13.) Holt, Rinehart and Winston.
Crow: SPANISH AMERICAN LIFE. (220 pages, various exercises, Gr. 12.) Holt, Rinehart and Winston.
Davis: CAMINOS DE MEXICO. (Questions, exercises, Gr. 12, 13.) Copp Clark.
Fitzgibbon: UNA FAMILIA ESPAÑOLA. (Vocabulary and notes, Gr. 11.) Clarke Irwin.
Ford and Cano: A NEW SPANISH READER. (Questions, Gr. 12.) Holt, Rinehart and Winston.
Galdós: MARIANELA. (Gr. 12, 13.) Copp Clark.
Galdós: TRAFALGAR. (Questions, Gr. 12.) Macmillan.
García-Prada and Wilson: NUEVAS LECTURAS. (264 pages, various exercises, Gr. 12, 13.) Copp Clark.
Grismer and Molinos: CONQUISTADORES Y DEFENSORES. (Questions, Gr. 12.) Copp Clark.
Hill and Buceta: ANTOLOGIA DE CUENTOS ESPAÑOLES. (Questions and Translations, Gr. 12, 13.) Copp Clark.
Hills and Cano: CUENTOS Y LEYENDAS. (90 pages, various exercises, Gr. 11.) Copp Clark.
Ibañez: SIETE CUENTOS. (Gr. 12, 13.) Holt, Rinehart and Winston.
Jiménez: PLATERO Y YO. (30 pages, exercises, Gr. 13.) Copp Clark.
Jones: CUENTOS DEL ALTO PERU (Book 3—Alternate). (Questions, Gr. 10, 11, No Subjunctive.) Copp Clark.
Julio Camba: LA RANA VIAJERA. (Exercises, Gr. 13.) Copp Clark.
Kästner: EMILIO Y LOS DETECTIVES. (Questions and Translations, Gr. 12.) Heath.
Lesage: LOS LADRONES DE ASTURIAS. (15 Chapters from GIL BLAS—notes, no vocabulary, Gr. 11, 12.) Macmillan.
Lizardi: EL PERIQUILLO SARNIENTO—Part I. (Questions, Gr. 12.) Ryerson.

Lizardi: PERIQUILLO (Book 2—Alternate). (39 pages, questions, Gr. 11, 12.) Copp Clark.

Luna: EL GAUCHO SMITH. (Questions and other exercises, Gr. 13.) Copp Clark.

Margueríe: NOVELAS PARA LEER EN UN VIAJE. (110 pages, exercises, Gr. 13.) Thomas Allen.

Marín and Taylor: LA VIDA ESPAÑOLA. (Questions and translations, Gr. 12, 13.) Appleton-Century-Croft.

Martínez-Sierra: ROSINA ES FRAGIL. (44 pages, notes, exercises, comedy, Gr. 12.) Heath.

Martínez-Sierra: SUEÑO DE UNA NOCHE DE AGOSTO. (105 pages, exercises, Gr. 13.) W. W. Norton.

Mason: CUENTOS DE AUTORES CONTEMPORANEOS. (Short stories, notes and exercises, Gr. 12, 13.) Clarke Irwin.

Mitchell and Margetts: LA CASA DEL LOBO. (46 pages, brief questions, Gr. 12.) Longmans.

Monterde: MOCTEZUMA EL DE LA SILLA DE ORO. (Questions, Gr. 12, 13.) Oxford.

Palacio: CUENTICITOS. (44 pages, various exercises, Gr. 11.) Copp Clark.

Quiroga: ANACONDA. (Book 4—Alternate) (39 pages, Questions, Gr. 12.) Copp Clark.

Ríos, Nolfi and Nolfi: POR TIERRAS DE ESPAÑA. (268 pages, various exercises, Gr. 11.) Holt, Rinehart and Winston.

Roberts: CUENTOS MADRILEÑOS. (Vocabulary and notes, Present tense only, Gr. 11.) Clarke Irwin.

Roberts: UN BILLETE DE CIEN. (Vocabulary and notes, Gr. 12.) Clarke Irwin.

Rodríguez: CUENTOS ALEGRES PARA PRINCIPIANTES. (Questions and Translations, Gr. 12.) Holt, Rinehart and Winston.

Rogers and Butler: FLORILEGIO DE CUENTOS ESPAÑOLES. (221 pages, various exercises, Gr. 13.) Collier Macmillan.

Sánchez-Silva: MARCELINO PAN Y VINO. (75 pages, Questions, Gr. 13.) Oxford.

Sarmiento: FACUNDO (Book 5—Alternate). (Questions and Translations, Gr. 12.) Copp Clark.

Saavedra: LA GITANILLA (Book 5). (Questions Gr. 12, 13.) Copp Clark.

Shaw: LECTURAS ESPAÑOLAS. (110 pages, various exercises, short stories, Gr. 12.) Longmans.

Timms: A FIRST SPANISH READER FOR ADULTS. (Very elementary, Gr. 10.) Appleton-Century-Croft.

Timms: POCO A POCO. (Very elementary, Gr. 10.) Appleton-Century-Croft.

Torres-Ríoseco: EL FRIJOLITO SALTON. (Exercises, Gr. 12.) Copp Clark.

Traven: EL TESORO DE LA SIERRA MADRE. (90 pages, exercises, Gr. 12.) Appleton-Century-Croft.

Usigli: EL NIÑO Y LA NIEBLA. (75 pages, exercises, modern Mexican play, Gr. 12.) Heath.

Valdés: JOSE. (Exercises, Gr. 13.) Copp Clark.

Villa-Fernández: POR ESAS ESPAÑAS. (150 pages, exercises, Gr. 12.) Holt, Rinehart and Winston.

Watson and Quinamor: SOUTH TO MEXICO. (75 pages, various exercises, Gr. 10, 11.) Holt, Rinehart and Winston.

Yates and Dalbor: IMAGINACION Y FANTASIA. (Questions, Gr. 12, 13.) Holt, Rinehart and Winston.

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